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ABSTRACT

A study used in implementing a career development project undertaken by the North Dakota Association of Student Councils was undertaken to: (1) Survey and analyze the opinion of the secondary students in the state of North Dakota toward their knowledge of career and occupational information, (2) determine if public secondary education is giving adequate career and occupational information to students, and (3) determine where students were learning about careers. A total of 7,456 eleventh and twelfth grade students from 45 schools participated in the study. Results are shown by the variables of sex, grade, and size of school. Conclusions and a descriptive summary of results are also given and the questionnaire is appended. (SH)

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Nancy Magnusson - Langdon

Larry Selland - Bismarck

Laurie Yellow - Fort Yates

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INTRODUCTION

The career education concept has emerged as one of the most meaningful educational experiences for all persons regardless of their educational and occupational aspirations.

In order that all activities related to Career Development process could be designed to be more effective, a project was developed to gain information on factors related to career development activities of high school students.

A proposal was developed to involve the North Dakota Association of Student Council in a career development project that had the following two-fold purpose:

1. To orient the Student Council leadership in the State of North Dakota on the career education concept and the North Dakota career development model.
2. To gain insight into the various factors that are implied in the career plans and aspirations of high school students.

The project was approved by the North Dakota State Board for Vocational Education in the fall of 1973. The duration of the project was for a two year period. Jerry Hasche, Fargo Public Schools, was designated as project director.

Listed below is the sequence of events that were undertaken in implementing the project which resulted in the achievement of the project goals:

1. The appointment of an Advisory Committee.
2. Development of an informational brochure.
3. Keynote speaker at the annual convention.

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4. Four regional workshops during the year 1973-74.
5. Summer leadership workshop at Garrison, North Dakota.
6. Advisory Committee meeting at the state convention.
7. Six regional workshops during 1974-75.
8. Conduct a statewide survey on Career Education.
9. Results of survey.

In conclusion, it was recommended that the participating schools and other schools in the State of North Dakota, study and analyze the results of the survey and take positive courses of action that will result in the design of effective methods of providing career development activities for high school students.



Statistical Data Relating to Participating Schools

Sixty-two schools were sent the questionnaire, forty-five schools (71%) responded to the questionnaire.

A total of 7,465 11th and 12th grade students took part in the survey. This figure represents about 33% of all the 11th and 12th grade students in the state of North Dakota as close as we can ascertain.



Purpose of the Survey

Our economy needs only 20% of its population in jobs requiring a baccalaureate degree. Education and society has sold a whole generation of students on the myth that a college education is the only avenue to success. This condition has become so acute that Congress has expressed the wish that education must become more career related. If only 20% of the jobs require a college education, it is mandatory that it be geared toward the 80% non-college bound as well as for the 20% college bound individuals.

Today less than 20% of the secondary population receive some kind of specific occupational training while 80% of our youth do not graduate from college. With this type of national concern, it appeared logical to question the direction of secondary students to determine what they plan to do after graduation. A study of this kind, then, should enable school curriculum planners to assess the suitability of the systems current curriculum.

It is the purpose of this study to (1) survey and analyze the opinion of the secondary students in the state of North Dakota toward their knowledge of career and occupational information, (2) determine if public secondary education is giving adequate career and occupational information to students, and (3) determine where students were learning about careers.

Participating Schools

The following schools participated in the Survey conducted by the NDASC.

<u>SCHOOL NO.</u>	<u>SCHOOL</u>
01	Dakota High School, Arthur
02	Beach High School, Beach
03	Belfield High School, Belfield
04	Bottineau High School, Bottineau
05	Bowbells High School, Bowbells
06	Buxton Central Valley High School, Buxton
08	Carpio High School, Carpio
11	Crosby Divide County High School, Crosby
12	Des Lacs United High School, Des Lacs
13	Devils Lake High School, Devils Lake
14	School of Deaf, Devils Lake
17	Ellendale High School, Ellendale
18	Fargo North High School, Fargo
19	Fargo South High School, Fargo
21	Standing Rock Community High School, Fort Yates
22	Glenburn High School, Glenburn
23	Grand Forks Central High School, Grand Forks
25	Halliday High School, Halliday
26	Harvey High School, Harvey
29	LaMoure High School, LaMoure
30	Langdon High School, Langdon
31	Lidgerwood High School, Lidgerwood
32	Lisbon High School, Lisbon
33	Maddock High School, Maddock
34	Mandan High School, Mandan

SCHOOL NO.SCHOOL

36	Minot High School, Minot
38	Napoleon High School, Napoleon
39	Neché High School, Neche
40	New Leipzig High School, New Leipzig
41	New Rockford High School, New Rockford
43	Park River High School, Park River
45	Rolette High School, Rolette
46	Rolla High School, Rolla
47	Rugby High School, Rugby
48	South Heart High School, South Heart
50	Towner High School, Towner
51	Valley City High School, Valley City
52	Velva High School, Velva
54	Watford City High School, Watford City
55	West Fargo High School, West Fargo
56	Williston High School, Williston
57	Wishek High School, Wishek
58	Wyndmere High School, Wyndmere
60	Emmons Central, Strasburg
62	Dickinson Trinity, Dickinson

DESCRIPTIVE SUMMARY

Over one-third of the respondents indicated (Q1) a desire to go to a four-year college. One-fourth felt that they would go to some type of vocational school and one-fifth said that they would go to work. Two-thirds of them (Q2) indicated that these plans were definite or very definite.

One-third of the students indicated (Q4) that parents should be most valuable in career planning. Another one-fourth felt that the counselor should be most valuable. About one-third of the students indicated (Q3) that they had learned most about jobs from school courses. However, a third felt that they had learned most from sources other than the school, family, or friends.

The students indicated (Q5) that the teachers do not talk often about different jobs. Half of the students said that the teachers "sometimes" talk and another 40% said the teachers "hardly ever" talk.

Students indicated various ways (Q6) in which they became aware of different occupations. Half of the students got this awareness through school courses or personal observations of work. About forty percent of the students got some career awareness through: speakers, films, part-time work, and television. Lesser numbers of students became aware through: newspapers, career days, field trips, and publications. The least percentages (about one-sixth of the students) were indicated for teacher visits and rap sessions.

Over half of the students indicated (Q9) that they now hold a part-time or full-time job. Eighty-two percent have (Q8) held a job at one time. Only 13% (Q10) said that the school had helped them to get a job. They indicated (Q11) that the best help in securing work had come from friends, parents, and people in the "other" category.

A high percentage of students selected (Q14) the counselor as the person with whom they would like to talk about future plans. About half of the students indicated (Q13) that the counselor has already talked to them about future plans.

Most students thought (Q12) that their present school work would be helpful in choosing a later career. Most indicated (Q15, 15B, 15C), however, that their teachers had not talked to them individually about getting a job, attending a four-year college, or getting vocational training. Yet, they did feel (Q17) that the teachers discussed the various occupations which are related to school subjects.

Over half of the students felt (Q16) that the school had helped them to consider information about themselves as it relates to their future plans. Most of the students rated (Q18) the school as "somewhat" successful in making them aware of continued changes in the world of work.

On the following pages are results of the questionnaire.

Question No. 1. What do you want to do after you finish high school?
(Check one)

	Go to a 4 year college	Go to a technical, vocational or business school	Join the armed services	Get a job	Apprenticeship program	Don't know
All Students	37.202 (2760)	26.432 (1961)	5.162 (383)	20.380 (1512)	0.687 (51)	10.136 (752)
Large Schools (100 & Over)	39.990 (2303)	24.883 (1433)	4.966 (286)	19.205 (1106)	0.799 (46)	10.158 (585)
Small Schools (100 & Under)	27.530 (457)	31.807 (528)	5.843 (97)	24.458 (406)	0.301 (5)	10.060 (167)
All Males	34.518 (1301)	26.002 (980)	7.960 (307)	20.669 (779)	1.035 (39)	9.817 (370)
All Females	39.973 (1459)	26.877 (981)	2.274 (83)	20.082 (733)	0.329 (12)	10.466 (382)
Grade 11	35.095 (1308)	26.617 (992)	5.393 (201)	18.514 (690)	0.671 (25)	13.711 (511)
Grade 12	39.328 (1452)	26.246 (969)	4.930 (182)	22.264 (822)	0.704 (26)	6.528 (241)

Conclusions

Students from large schools are more apt than students from small schools to indicate a desire to go to four-year college.

Students from large schools are less apt than students from small schools to indicate a desire to get a job or go to vocational technical school.

Juniors are more apt than seniors to indicate indecision about plans after high school.

Juniors are less apt than seniors to indicate plans to go to four-year college or to get a job.

Males are more apt than females to join armed services.

Males are less apt than females to go to four-year college.

Question No. 2. How definite is your answer to the above question?

	Very definite	Definite	Indefinite	Very indefinite
All Students	28.656 (2130)	38.369 (2852)	29.087 (2162)	3.888 (289)
Large Schools (101 & Over)	28.866 (1667)	38.494 (2223)	28.641 (1654)	4.000 (231)
Small Schools (100 & Under)	27.925 (463)	37.937 (629)	30.639 (508)	3.498 (58)
All Males	27.996 (1056)	38.759 (1462)	29.162 (1100)	4.083 (154)
All Females	29.336 (1074)	37.968 (1390)	29.008 (1062)	3.688 (135)
Grade 11	17.494 (652)	39.791 (1483)	38.020 (1417)	4.695 (175)
Grade 12	39.881 (1478)	36.940 (1369)	20.103 (745)	3.076 (114)

Conclusions

Students from both sizes of schools indicated the same confidence in their answers to the question about future plans.

Juniors are more apt than seniors to indicate that future plans are indefinite.

Both sexes have the same confidence in their answers to the question about future plans.

Question No. 3. Where have you learned the most about the jobs you would like to have when you finish high school?

	In school	From my friends	From my family	Other
All Students	31.318 (2316)	13.360 (988)	19.405 (1435)	35.889 (2654)
Large Schools (101 & Over)	32.769 (1878)	13.087 (750)	18.234 (1045)	35.875 (2056)
Small Schools (100 & Under)	26.322 (438)	14.303 (238)	23.438 (390)	35.938 (598)
All Males	27.362 (1028)	12.750 (479)	23.742 (892)	36.093 (1356)
All Females	35.404 (1288)	13.991 (509)	14.926 (543)	35.679 (1298)
Grade 11	31.670 (1174)	13.029 (483)	21.311 (790)	33.990 (1260)
Grade 12	30.965 (1142)	13.693 (505)	17.489 (645)	37.798 (1394)

Conclusions

Students from large schools are more apt than students from small schools to have learned about jobs while in school.

Students from large schools are less apt than students from small schools to have learned about jobs from their families.

Juniors are more apt than seniors to have learned most about jobs from family.

Juniors are less apt than seniors to have learned most about jobs from "other" sources.

Males are more apt than females to learn job information from family.

Males are less apt than females to learn job information in school.

Question No. 4. Who do you feel should (or can) be most valuable to you in career planning?

	Parents	Friends	Teachers	Counselor	Other
All Students	33.211 (2440)	10.440 (767)	10.875 (799)	25.221 (1853)	20.253 (1488)
Large Schools (101 & Over)	32.684 (1861)	10.169 (579)	10.959 (624)	25.623 (1459)	20.566 (1171)
Small Schools (100 & Under)	35.027 (579)	11.373 (188)	10.587 (175)	23.835 (394)	19.177 (317)
All Males	35.341 (1320)	10.977 (410)	10.388 (388)	21.847 (816)	21.446 (801)
All Females	31.008 (1120)	9.884 (357)	11.379 (411)	28.710 (1037)	19.020 (687)
Grade 11	34.738 (1278)	9.079 (334)	11.226 (413)	26.475 (974)	18.483 (680)
Grade 12	31.679 (1162)	11.805 (433)	10.523 (386)	23.964 (879)	22.028 (808)

Conclusions

Students from both sizes of schools indicated the same percentages for various persons who could be most valuable in career planning.

Juniors are more apt than seniors to indicate that parents or counselor can be most valuable in planning.

Juniors are less apt than seniors to indicate that "others" can be most valuable in planning.

Males have a higher regard than females for value of parents in career planning.

Males have less regard than females for value of counselor in career planning.

Question No. 5. How often do your teachers talk about different kinds of jobs?

	Very often	Sometimes	Hardly ever
All Students	7.077 (526)	52.159 (3877)	40.764 (3030)
Large Schools (101 & Over)	6.931 (400)	50.390 (2908)	42.679 (2463)
Small Schools (100 & Under)	7.581 (126)	58.303 (969)	34.116 (567)
All Males	7.611 (287)	52.267 (1971)	40.122 (1513)
All Females	6.526 (239)	52.048 (1906)	41.425 (1517)
Grade 11	6.268 (234)	52.531 (1961)	41.200 (1538)
Grade 12	7.892 (292)	51.784 (1916)	40.324 (1492)

Conclusions

Students from large schools are more apt than students from small schools to indicate that teachers "hardly ever" talked about different jobs.

Juniors are less apt than seniors to indicate teachers talk very often about different jobs.

Both sexes agree on the relative frequency that teachers talk about jobs.

Question No. 6 What are some of the ways in your high school that you have become aware of different occupations?

	All Students	All Males	All Females	All Grade 11	All Grade 12	Large Schools (101 & Over)	Small Schools (100 & Under)
School courses	52.3 (3902)	48.5 (1337)	56.2 (2065)	53.7 (2011)	50.9 (1891)	53.7 (3110)	47.4 (792)
Observing work on my own	50.2 (3747)	52.0 (1971)	48.3 (1776)	49.1 (1841)	51.3 (1906)	50.1 (2902)	50.6 (845)
Speakers	43.8 (3268)	40.0 (1514)	47.7 (1754)	43.6 (1635)	43.9 (1633)	44.7 (2589)	40.6 (679)
Films	43.4 (3237)	43.4 (1643)	43.4 (1594)	44.4 (1662)	42.4 (1575)	41.4 (2398)	50.2 (839)
Part-time work	39.1 (2920)	41.0 (1552)	37.2 (1368)	35.7 (1336)	42.6 (1584)	40.4 (2340)	34.7 (580)
Television	38.7 (2886)	38.1 (1442)	39.3 (1444)	41.5 (1556)	35.8 (1330)	50.1 (2902)	43.4 (725)
Newspapers & library books	34.8 (2595)	33.9 (1286)	35.6 (1309)	35.5 (1331)	34.0 (1264)	33.2 (1922)	40.3 (673)
Career days	28.0 (2087)	25.9 (980)	30.1 (1107)	25.2 (945)	30.7 (1142)	27.0 (1564)	31.3 (523)
Field trips	25.7 (1915)	25.0 (948)	26.3 (967)	23.8 (893)	27.5 (1022)	25.7 (1491)	25.4 (424)
Publications	24.3 (1814)	25.2 (954)	23.4 (860)	22.9 (859)	25.7 (955)	23.8 (1378)	26.1 (436)
Visits with teachers	16.9 (1262)	16.4 (620)	17.5 (642)	16.0 (601)	17.8 (661)	16.7 (970)	17.5 (292)
Rap-sessions and workshops	13.1 (978)	14.8 (558)	11.4 (419)	13.4 (503)	12.8 (475)	12.8 (739)	14.3 (239)

Conclusions

Students from large schools are more apt than students from small schools to indicate learning about occupations through speakers, school courses, and part-time work.

Students from large schools are less apt than students from small schools to indicate learning about occupations through films, career days, newspapers, and television.

Juniors are more apt than seniors to indicate they became aware of occupations through television.

Juniors are less apt than seniors to indicate they became aware of occupations through career days, part-time work, and field trips.

Males are more apt than females to become aware of occupations through part-time work and observing on their own.

Males are less apt than females to become aware of occupations through speakers, career days, and school courses.

Question No. 8. Have you ever held a part-time or full-time job?

	Yes	No
All Students	82.200 (6119)	17.800 (1325)
Large Schools (101 & Over)	82.624 (4774)	17.376 (1004)
Small Schools (100 & Under)	80.732 (1345)	19.268 (321)
All Males	88.739 (3349)	11.261 (425)
All Females	75.477 (2770)	24.523 (900)
Grade 11	77.251 (2883)	22.749 (849)
Grade 12	87.177 (3236)	12.823 (476)

Conclusions

Students from both sizes of schools indicated the same percentages that have ever held a job.

Students from large schools are more apt than students from small schools to indicate that they now hold a part-time job.

Juniors are less apt than seniors to be holding, or have held in the past, a part-time job.

Males are more apt than females to be holding, or have held in the past, a part-time job.

Question No. 9. Do you have a part-time or a full-time job now?

	Yes	No
All Students	52.939 (3936)	47.061 (3499)
Large Schools (101 & Over)	54.256 (3130)	45.744 (2639)
Small Schools (100 & Under)	48.379 (806)	51.621 (860)
All Males	56.790 (2141)	43.210 (1629)
All Females	48.977 (1795)	51.023 (1870)
Grade 11	47.291 (1763)	52.709 (1965)
Grade 12	58.619 (2173)	41.381 (1534)

Conclusions

Students from both sizes of schools indicated the same percentages that have ever held a job.

Students from large schools are more apt than students from small schools to indicate that they now hold a part-time job.

Juniors are less apt than seniors to be holding, or have held in the past, a part-time job.

Males are more apt than females to be holding, or have held in the past, a part-time job.

Question No. 10. Has school helped you get a part-time or a full-time job?

	Yes	No
All Students	13.262 (973)	86.738 (6364)
Large Schools (101 & Over)	13.086 (745)	86.914 (4948)
Small Schools (100 & Under)	13.869 (228)	86.131 (1416)
All Males	12.239 (457)	87.761 (3277)
All Females	14.321 (516)	85.679 (3087)
Grade 11	10.152 (373)	89.848 (3301)
Grade 12	16.380 (600)	83.620 (3063)

Conclusions

Students from both sizes of schools indicated same percentages that felt school had helped in securing a part-time job.

Juniors are less apt than seniors to indicate school has helped in securing part-time work.

Males are less apt than females to credit school with helping to secure part-time work.

Question No. 11. If you are now holding a full or part-time job, how did you secure this job? (Check all that apply)

	School helped me	A friend told me about it	My parents helped me secure it	Employment bureau	Newspaper want ad	Other
All Students	6.2 (465)	19.0 (1418)	17.8 (1329)	3.5 (265)	4.7 (350)	21.9 (1637)
Large Schools (101 & Over)	6.3 (367)	20.3 (1174)	16.8 (974)	4.2 (242)	5.3 (309)	21.5 (1245)
Small Schools (100 & Under)	5.9 (98)	14.6 (244)	21.2 (355)	1.4 (23)	2.5 (41)	23.5 (392)
All Males	4.7 (177)	19.5 (739)	23.5 (891)	3.8 (144)	4.2 (160)	24.6 (932)
All Females	7.8 (288)	18.5 (679)	11.9 (438)	3.3 (121)	5.2 (190)	19.2 (705)
Grade 11	4.0 (150)	17.4 (651)	18.0 (675)	3.6 (134)	4.1 (154)	19.7 (739)
Grade 12	8.5 (315)	20.6 (767)	17.6 (654)	3.5 (131)	5.3 (196)	24.2 (898)

Conclusions

Students from large schools are more apt than students from small schools to indicate help in securing a job from the employment bureau or a friend.

Students from large schools are less apt than students from small schools to indicate help in securing a job came from parents.

Juniors are less apt than seniors to indicate help in securing a job was provided by school and/or "others."

Males are more apt than females to credit help in securing a job to parents and "other."

Males are less apt than females to credit help in securing a job to the school.

Question No. 12. Do you think that the school work you are now doing will help you choose a career after high school graduation?

	Yes	No
All Students	60.225 (4435)	39.775 (2929)
Large Schools (101 & Over)	61.468 (3508)	38.532 (2199)
Small Schools (100 & Under)	55.944 (927)	44.056 (730)
All Males	57.307 (2141)	42.693 (1595)
All Females	63.230 (2294)	36.770 (1334)
Grade 11	64.262 (2370)	35.738 (1318)
Grade 12	56.175 (2065)	43.825 (1611)

Conclusions

Students from large schools are more apt than students from small schools to indicate that present school work will be helpful in later career choice.

Juniors are more apt than seniors to indicate that present school work will be helpful in choosing a later career.

Males are less apt than females to think that present school will help choose a later career.

Question No. 13. If your school has a counselor, has he or she talked to you about your future?

	Yes	No (If there is no counselor in your school do not answer this question)
All Students	52.133 (3679)	47.867 (2378)
Large Schools (101 & Over)	50.831 (2904)	49.169 (2809)
Small Schools (100 & Under)	57.664 (775)	42.336 (569)
All Males	50.433 (1804)	49.567 (1773)
All Females	53.879 (1875)	46.121 (1605)
Grade 11	42.890 (1505)	57.110 (2004)
Grade 12	61.274 (2174)	38.726 (1374)

Conclusions

Students from large schools are less apt than students from small schools to indicate that a school counselor has talked to students about their futures.

Juniors are less apt than seniors to indicate a school counselor has talked to them about their futures.

Males are less apt than females to have talked to a school counselor about their futures.

Question No. 14. Would you like to talk to someone more often for assistance in planning your future?

	Teacher	Parent	Counselor	Other
All Students	15.590 (825)	17.593 (931)	40.760 (2157)	26.058 (1379)
Large Schools (101 & Over)	16.415 (673)	17.293 (779)	41.122 (1686)	25.171 (1032)
Small Schools (100 & Under)	12.752 (152)	18.624 (222)	39.513 (471)	29.111 (347)
All Males	15.829 (403)	19.324 (492)	37.981 (967)	26.836 (684)
All Females	15.368 (422)	15.987 (439)	43.336 (1190)	25.310 (695)
Grade 11	14.974 (426)	18.699 (532)	42.355 (1205)	23.972 (682)
Grade 12	16.306 (399)	16.306 (399)	38.905 (952)	28.484 (697)

Conclusions

Students from large schools are more apt than students from small schools to desire to discuss future plans with a teacher.

Students from large schools are less apt than students from small schools to desire to discuss future plans with "other" people.

Juniors are more apt than seniors to indicate desire to talk about their future with a counselor

Juniors are less apt than seniors to indicate desire to talk about their future with "others."

Question No. 15. Have any teachers (or other staff) in your school talked to you individually about:

	(A) Getting a job Yes	(A) Getting a job No	(B) Attending a 4 year college Yes	(B) Attending a 4 year college No	(C) Getting voc. or tech. training Yes	(C) Getting voc. or tech. training No
All Students	24.646 (1757)	75.354 (5372)	36.910 (2387)	63.090 (4080)	33.707 (2135)	66.293 (4199)
Large Schools (101 & Over)	24.353 (1345)	75.647 (4178)	37.316 (1871)	62.684 (3143)	31.966 (1558)	68.034 (3316)
Small Schools (100 & Under)	25.654 (412)	74.346 (1194)	35.513 (516)	64.487 (937)	39.521 (577)	60.479 (883)
All Males	25.956 (937)	74.004 (2673)	37.577 (1213)	62.423 (2015)	38.555 (1238)	61.445 (1973)
All Females	23.302 (820)	76.698 (2699)	36.246 (1174)	63.754 (2065)	28.722 (897)	71.278 (2226)
Grade 11	20.565 (742)	79.435 (2866)	28.960 (947)	71.040 (2323)	27.752 (890)	72.248 (2317)
Grade 12	28.827 (1015)	71.173 (2506)	45.042 (1440)	54.958 (1757)	39.815 (1245)	60.185 (1882)

Conclusions

Students from both sizes of schools indicated same percentages who had talked to teachers about getting a job.

Juniors are less apt than seniors to have talked to school teachers about getting a job.

Males are more apt than females to have talked to school teachers about getting a job.

Students from both sizes of schools indicated same percentages who had talked to teachers about attending a four-year college.

Juniors are less apt than seniors to have talked to school teachers about attending a four-year college.

Both sexes indicated the same percentages that talked to teachers about attending a four-year college.

Students from large schools are less apt than students from small schools to indicate talking to the teacher about getting vocational training.

Juniors are less apt than seniors to have talked to school teachers about getting vocational training.

Males are more apt than females to have talked to a teacher about getting vocational training.

Question No. 16. Has the school helped you to consider information about yourself as it relates to your future plans?

	Yes	No
All Students	54.992 (4076)	45.008 (3336)
Large Schools (101 & Over)	54.773 (3150)	45.227 (2601)
Small Schools (100 & Under)	55.750 (926)	44.250 (735)
All Males	53.059 (1995)	46.941 (1765)
All Females	56.982 (2081)	43.018 (1571)
Grade 11	55.152 (2050)	44.848 (1667)
Grade 12	54.831 (2026)	45.169 (1669)

Conclusions

Students from both sizes of schools indicated same percentages that said school has helped them to consider information about themselves as it relates to future plans.

Both classes indicated same percentages that thought school had helped them to consider information about themselves as it relates to the future.

Males are less apt than females to indicate school has helped individuals consider information about themselves as it relates to their future.

Question No. 17. Have your teachers discussed the various occupations which are related to the subjects they teach?

	Yes	No
All Students	58.296 (4318)	41.704 (3089)
Large Schools (101 & Over)	58.290 (3347)	41.710 (2395)
Small Schools (100 & Under)	58.318 (971)	41.682 (694)
All Males	57.983 (2179)	42.017 (1579)
All Females	58.619 (2139)	41.381 (1510)
Grade 11	59.558 (2212)	40.442 (1502)
Grade 12	57.027 (2106)	42.973 (1587)

Conclusions

Students from both sizes of schools indicated same percentages that said teachers discussed various occupations which are related to school subjects.

Juniors are more apt than seniors to indicate that teachers discuss various occupations that relate to school subjects.

Both sexes have the same percentages that indicate teachers discussed the various occupations which relate to school subjects.

Question No. 18. Has your school made you aware of continued changes in the world of work?

	Very much	Somewhat	Not at all
All Students	11.620 (865)	76.558 (5699)	11.822 (880)
Large Schools (101 & Over)	11.734 (678)	75.805 (4380)	12.461 (720)
Small Schools (100 & Under)	11.224 (187)	79.172 (1319)	9.604 (160)
All Males	12.079 (456)	74.411 (2809)	13.510 (510)
All Females	11.147 (409)	78.768 (2890)	10.084 (370)
Grade 11	11.245 (420)	77.912 (2910)	10.843 (405)
Grade 12	11.998 (445)	75.195 (2789)	12.807 (475)

Conclusions

Students from large schools are less apt than students from small schools to indicate school has made them "somewhat" aware of changes in the world of work.

Juniors are more apt than seniors to indicate that school has made them "somewhat" aware of changes in the world of work.

Males are less apt than females to indicate that school has made them aware of changes in the world of work.

APPENDIX

CAREER DEVELOPMENT QUESTIONNAIRE
NORTH DAKOTA ASSOCIATION OF STUDENT COUNCILS

Grade Level 11 _____ 12 _____ School: _____ Sex M _____ F _____

DIRECTIONS: Place a check mark (/) or word in the appropriate box as requested.

1. What do you plan to do after you finish high school? (check one)
☐ go to a 4 year college ☐ go to a technical, vocational or business school
☐ join the armed services ☐ apprenticeship program ☐ get a job
☐ don't know
2. How definite is your answer to the above question?
☐ very definite ☐ definite ☐ indefinite ☐ very indefinite
3. Where have you learned the most about the jobs you would like to have when you finish high school?
☐ in school ☐ from my friends ☐ from my family ☐ other
4. Who do you feel should (or can) be most valuable to you in career planning?
☐ parents ☐ friends ☐ teacher ☐ counselor ☐ other
5. How often do your teachers talk about different kinds of jobs?
☐ Very often ☐ sometimes ☐ hardly ever
6. What are some of the ways in your high school that you have become aware of different occupations? (check all that apply to you)
☐ speakers ☐ field trips ☐ films ☐ part-time work ☐ publications
☐ school courses ☐ career days ☐ visits with teachers
☐ newspapers & library books ☐ television ☐ observing work on my own
☐ rap-sessions & workshops
7. Rank the following sources of career information in your order of importance (1-12)

☐ speakers	☐ newspaper & library books	☐ publications
☐ rap-sessions & workshops	☐ observing on my own	☐ films
☐ television	☐ visits with teachers	☐ field trips
☐ school courses	☐ part-time jobs	☐ career days
8. Have you ever held a part-time or a full-time job? ☐ yes ☐ no
9. Do you have a part-time or a full-time job now? ☐ yes ☐ no
10. Has school helped you get a part-time or a full-time job? ☐ yes ☐ no

11. If you are now holding a full or part-time job, how did you secure this job? (check all that apply)
- ☐ school helped me ☐ a friend told me about it ☐ my parents helped me secure it
- ☐ employment bureau ☐ newspaper want ad ☐ other _____
12. Do you think that the school work you are now doing will help you choose a career after high school graduation?
- ☐ yes ☐ no
13. If your school has a counselor, has he or she talked to you about your future?
- ☐ yes ☐ no (if there is no counselor in your school do not answer this question)
14. Would you like to talk to someone more often for assistance in planning your future?
- ☐ yes ☐ no If yes, who? ☐ teacher ☐ parent ☐ counselor ☐ other
15. Have any teachers (or other staff) in your school talked to you individually about:
- getting a job ☐ yes ☐ no attending a 4 year college ☐ yes ☐ no
- getting vocational or technical training ☐ yes ☐ no
16. Has the school helped you to consider information about yourself as it relates to your future and plans?
- ☐ yes ☐ no
17. Have your teachers discussed the various occupations which are related to the subjects they teach?
- ☐ yes ☐ no
18. Has your school made you aware of continued changes in the world of work?
- ☐ very much ☐ somewhat ☐ not at all